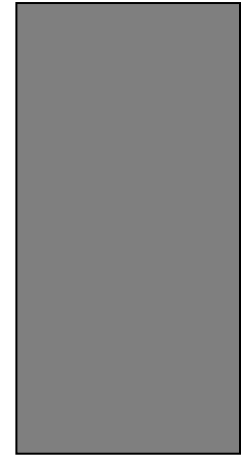
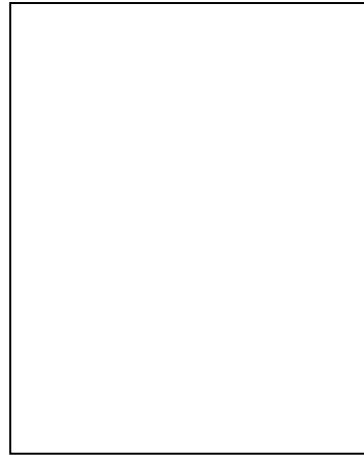
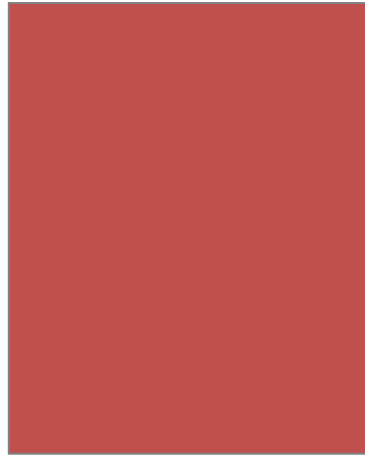
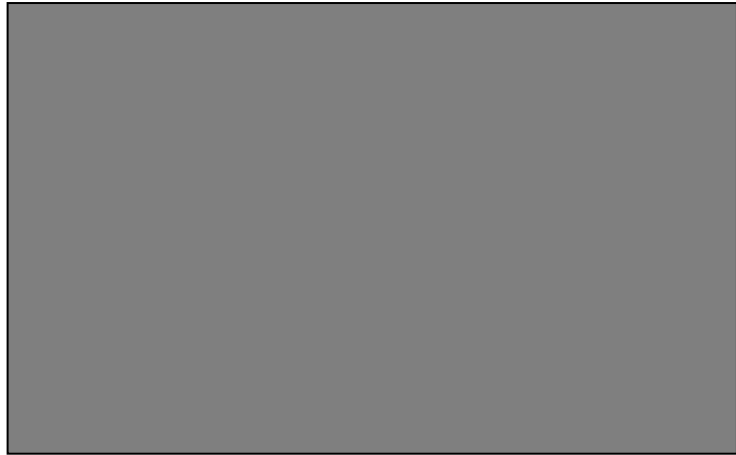
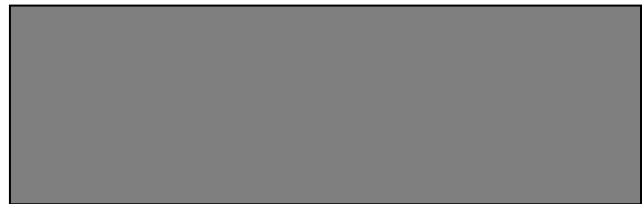


Ohio Principal Evaluation System



Model Packet

2011



OHIO PRINCIPAL EVALUATION SYSTEM

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Preface

Over the past decade, Ohio has made important education policy advances, with a focus on standards and accountability, which together have moved Ohio's kindergarten through 12th grade system forward in several important ways.

Ohio is serious about its commitment to quality schools. In 2005 the State Board of Education adopted standards for teachers, principals and professional development. The Ohio Standards for Principals define the skills and knowledge that principals must demonstrate at all stages of their careers. These standards promote effective leadership practices and provide support to principals as they reflect upon and improve their performance over time.

The Ohio Standards for Principals:

1. Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
2. Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
5. Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

In 2007, through a grant with the Wallace Foundation, the Ohio Department of Education convened a group of educational stakeholders from across the state to design a model principal evaluation system aligned to *Ohio's Standards for Principals*. This evaluation system was piloted in 2007-2008 and in December 2008, the State Board of Education adopted the Ohio Principal Evaluation System. In the fall of 2008 twenty districts representing 140 schools committed to adopting the model evaluation system or developing an aligned model and participated in a year-long training and credentialing process. Since that time a revised edition of the Ohio Principal Evaluation System has been revised to include a scoring rubric that evaluators can use to make summative evaluations of principal effectiveness. For districts participating in *Race to the Top*, the use of the scoring rubric will be required; for other Ohio districts it can serve as a useful tool for evaluation of principals.

The Principles of the Evaluation System

The Ohio Principal Evaluation System (OPES) is designed to be used to assess the performance of Ohio principals. It is not a prescription but instead a resource model made available to districts to use as they find appropriate. It is designed to be used in whole or part, in current or adapted form. It is our hope that districts and boards of education across the state will find this model useful in improving the assessment of school leaders and in strengthening the professional growth of these school leaders.

What OPES Is Based On:

The system is a research-based model for the evaluation of school principals which is aligned with:

- The Ohio Standards for Principals and ISLLC
- National and state legislation
- Current evidence and new findings on effective leadership
- Research linking leadership to student achievement and learning

How OPES is Designed:

The system is designed to be:

- Fair and equitable
- Understandable and easy to use for both principals and their evaluators
- Adaptable to local conditions and needs (allows for tailoring work and targets of performance to the wide variety of contexts throughout the state—in terms of type of school, job assignment, career stage, type of community, and so forth)
- Formative (developmental) and summative (evaluative)

What Purposes OPES Serve:

The system is created to ensure:

- Professional growth focused on enhancing the knowledge and skills of principals through:
 - ✓ Conducting a self-assessment and setting goals against the Ohio Standards for Principals;
 - ✓ Working collaboratively and engaging in ongoing dialogue with their evaluator;
 - ✓ Taking coursework or engaging in other types of professional learning; and
 - ✓ Identifying action research focused on best-practice solutions.

- Continuous improvement focused on the principal's commitment to improve practice over time so as to continually impact higher levels of student performance through:
 - ✓ Incorporating new learning into practice;
 - ✓ Using professional literature, professional dialogue and collaboration with colleagues to support leadership development; and
 - ✓ Regularly reflecting on practice, identifying areas of strength and weakness and implementing targeted strategies for continued development
- Quality assurance focused on the collection of evidence to document performance. Evaluators use the evidence to inform decisions such as:
 - ✓ Recognizing and rewarding effective practice;
 - ✓ Recommending actions for improvement;
 - ✓ Making compensation decisions; and
 - ✓ Recommending continued employment or dismissal.

Structure of the Evaluation System

The Ohio Principal Evaluation System (OPES) was collaboratively developed by Ohio superintendents, school administrators, higher education faculty, and representatives from Ohio's administrator associations. It was designed to be research based, transparent, fair and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large, and small).

The evaluation system builds on what we know about the importance of ongoing assessment and is comprised of four components as listed below. **Districts may decide to use fewer than all the components; however, it is recommended that there be consistency in use of the selected components for all principals across the district.** That is, if a district decides to use two components they are advised to do so with all principals.

The entire system is appropriate for use for school principals. When using the evaluation design for assistant, associate, and vice principals, however, modifications may need to be made. Concretely, in those cases where assistant principals have a specialized area of responsibility (e.g., student discipline, curriculum) rather than the broader set of assignments associated with the principal, districts will need to use only part of the system. Specifically, the first component of the evaluation system presented below—the goal development process—may be the only part of the system appropriate for many assistant principals.

THE OHIO PRINCIPAL EVALUATION SYSTEM: SYSTEM COMPONENTS

The Ohio Principal Evaluation System is designed to highlight both the behaviors that principals perform and the effectiveness of those behaviors in terms of school outcomes. This system is built on a framework of collaboration between the evaluator and the principal regarding the appropriateness of leadership styles, the establishment of a framework for collaboration, and a co-ownership of data.

The evaluation system is comprised of four broad components:

1. **Professional Goal-Setting:**

- Self-Assessment which enables leaders to reflect on their strengths as well as their areas for improvement
- Analysis of student learning needs to help craft professional goals
- Interpretation of perception data to help craft professional goals
- Goal setting process in which standards-based goals are developed, targets of performance are established, and sources of evidence are identified

2. **Formative Assessment of Principal Performance** that is based on:
 - Examining what leaders do in their work and why they do what they do (focus on behaviors, actions and performance);
 - Assessing the skills and knowledge of school leaders based on leadership standards (leadership practices known to associated with effective leaders);
 - Measuring the results of teaching and learning; and
 - Understanding and appraising leadership in the organizational context (how the leader thinks about what is going on in the organization).
3. **Communication and Professionalism** that is based on:
 - The *Ohio Standards for Principals*
 - Ethical Behavior
 - District/School Policies and Collective Bargaining Agreements
4. **Summative Evaluation** that delineates principal effectiveness based on:
 - Performance on Goals
 - Formative Assessment of Principal Performance
 - Communication and Professionalism
 - Performance Rating Rubric (REQUIRED)

The Resource Packet contains sample forms for each component. Please note these are samples and can be modified for district use. The forms may be used that are applicable to job responsibilities. The Ohio Performance Rating Rubric may not be changed. However, the evaluator is not expected to observe every element or indicator within the rubric.

Weighting in the Evaluation System

Weighting of Standards

Some standards-based evaluation systems include weighting of specific standards (e.g., some standards carry greater importance). The Ohio Principal Evaluation System does not include a weighting factor for standards as it is believed that all five standards described in the *Ohio Standards for Principals* are critical to determining principal effectiveness. All standards are addressed through the self-assessment, observation and goal-setting processes and through the formative assessment and summative evaluation tools.

Weighting of Evidence

The Ohio Principal Evaluation System is a standards-based integrated model that is designed to foster the professional growth of principals in knowledge, skills and practice. In OPES, student growth measures (50%) combined with evaluation of principals' proficiency on the standards (50%) determine the level of principal effectiveness. Proficiency on the standards includes professional goal-setting, communication and professionalism, and skills and knowledge. The OPES model provides tools for assessing and monitoring leadership performance in these components:

Measure	Weight
Performance Rating Rubric	50%
Professional Goal-Setting	
Formative Assessment of Principal Performance	
Communication and Professionalism	
Measures of Student Academic Growth-per legislation	50%

Definition of Principal Effectiveness

After examining extensive research, the following definition of principal effectiveness was developed by educational practitioners in Ohio and is reinforced by the *Ohio Standards for Principals*. Clearly the research supports the direct connection between effective principals and high student achievement. **Inherent in Ohio's definition of principal effectiveness is the expectation that all students will demonstrate a minimum of one year of growth based on valid and reliable measures.**

Effective principals:

- Help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals;
- Support the implementation of quality standards-based instruction that results in high levels of achievement for all students;
- Allocate resources and manage school operations in order to ensure a safe and productive learning environment;
- Establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students; and
- Engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Roles and Responsibilities

Because of the collaborative nature of the assessment (e.g., promoting ongoing communication between the principal and their evaluator) there are expectations for both principals and their evaluators. Expectations identified below help to support an evaluation system that is both transparent and fair, and includes shared responsibilities for both formative as well as the summative assessment.

Expectations for Principals:

- Meeting with the evaluator for planning conferences to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period.
- Collecting and sharing data related to the accomplishment of goals and objectives.
- Conferencing with the evaluator no later than April 30th, to review and reflect on progress, achievements and continued development, desires or needs based on outcomes of the performance period.

Expectations for the Evaluator:

- A conference with the principal to mutually establish goals and objectives, action plans and evidence indicators for the evaluation period.
- Provision of appropriate and timely feedback, resources and guidance to assist the principal in achieving goals and objectives.
- Formal observations of the principal as he/she performs assigned duties during the evaluation year. This could be structured as a walk through with the principal in his or her building. Other ideas for observations include: staff meetings, professional development meetings, and an evaluation conference with a teacher or staff member, or analysis of student work samples. All observations should include a pre and post conference.
- Post observation conferences should be followed with a written report to the principal describing areas of reinforcement and opportunities for refinement.
- A summative evaluation at the end of each year to be conducted no later April 30th.

THE OPES Model Includes:

- Professional Goal-Setting
- Formative Assessment of Principal Performance
- Communication and Professionalism
- Summative Evaluation
- Student Growth Measures
- Professional Growth

Professional Goal-Setting

The primary goal of evaluation is to foster the growth and development of the professional educator over time. Evaluation is intended to promote excellent professional practices that enhance student learning and achievement. This dimension of the OPES system requires the principal and evaluator to establish specific goals for the evaluation cycle.

Based on data collected through the Self-Assessment and Analysis of Student Learning, the principal and his/her evaluator meet to develop and agree upon two focused goals; one focused on increased student achievement, and the second focused on increased skills and knowledge. Stakeholder feedback in the form of perception data should be discussed by the principal and evaluator when establishing goals.

As part of the goal-setting process, specific targets that represent successful performance need to be established as well as the evidence indicators that will be used to determine if the goals are being met. Goals developed need to be specific, measurable and relevant and action steps and strategies need to be clearly delineated. Critical to this process is that the principal and evaluator agree upon what information will be used to inform the summative evaluation, and what level of performance will be deemed effective.

SAMPLE FORMS:

- | | |
|-------------------------------------|--------------|
| • Self-Assessment and Summary | Form A and B |
| • Analysis of Student Learning | Form C |
| • Professional Goal-Setting | Form D |
| • Goal Setting Self-Reflection Tool | Form E |
| • Goal- Setting Rating Rubric | Form F |

Formative Assessment of Principal Performance

The process of formative assessment is to improve performance and effectiveness and is professional, supportive, collegial, and developmental in nature. It is fundamental to the OPES model because it focuses on building and enhancing the school leaders' professional practice, knowledge and skills throughout their careers. Continuous improvement enables principals to increase their capacity over time, and impact higher levels of student performance in their schools. Inherent in the process is a relationship between the evaluator and principal that is trustful and based on objective knowledge and evidence of the principal's performance. Improved practice is the result of effective coaching, practice and feedback.

Formative assessments should:

- Establish reflection on practice
- Focus on the principal's professional growth
- Be objective and evidenced-based
- Be responsive to a principal's developmental needs
- Be interactive and collaborative
- Involve a variety of measures
- Based on *Ohio Standards for Principals*
- Guide the work of the evaluator

Planning Conferences

Fundamental to the formative assessment process is the relationship between evaluator and principal. In order to help the principal grow and develop, the evaluator must know and understand the performance of the principal in the building. This includes objective evidence/artifacts that can be collected during the year as the principal performs his/her duties. A series of regularly scheduled meetings will enable the evaluator to: schedule observations (schedule and attend special events at the building), check progress on goals and evidence of work on goals, and provide support and feedback throughout the year.

During the planning stage, the principal may suggest to the evaluator several opportunities for observations that might be informative and helpful to the evaluator. These might be organized by:

Timeline (e.g., by semester; or beginning, mid, and end-of-year)

Goal area (e.g., implementation of new instructional practice, professional development meeting on analysis of data)

Observation and Examination of Artifacts

During the formative assessment process, information derived from direct observation of the principal at the building may provide multi-dimensional evidence of principal performance. The evaluator will be able to observe the principal in action, and see portions of his/her leadership that impact teaching and learning.

Observation may enable the evaluator to see evidence of the principal's: instructional leadership, decision-making skills, interpersonal skills, professionalism, collaboration and shared leadership, promotion of high quality instruction, high expectations for student learning, school climate and environment, and school-community relations.

Feedback

The process of formative assessment through coaching begins with building a trusting relationship between the evaluator/coach and the principal. They must establish a shared understanding of the purpose of coaching; confirm confidentiality, identify means of communication, and clarify specific goals and focus areas. Collaboratively, the evaluator and principal may determine observation opportunities and evidence to document work on a specific goal. Scheduled meetings may take the form of pre-and post-conferences, mid-course correction conferences, progress or observational feedback meetings.

SAMPLE FORMS:

- Observation and/or Examination of Artifacts Form G

Communication and Professionalism (Standards 4 and 5)

All principals are expected to meet standards for effective collaboration, communication, and professionalism.

As delineated in Standard 4 (Collaboration) and Standard 5 (Parents and Community Engagement) in the *Standards for Ohio Educators*, Ohio principals must collaborate within the professional learning community and communicate effectively in order to build relationships with students, parents, other educators and administrators. In addition, principals must understand, uphold and follow professional ethics, policies and legal codes of professional conduct and take responsibility for professional growth and development throughout their careers. Professionalism also involves serving as a role model for students while adhering to state and district policies (e.g., Code of Professional Conduct), maintaining good attendance, being reliable and timely in actions and communication, maintaining confidentiality and adhering to record keeping and reporting guidelines (e.g., grades, behavior referrals, reports), and being respectful to students, parents, community members, colleagues and others in all interactions.

Because OPES includes both formative assessments of a principal's ongoing performance and summative evaluations at year end, the principal and his/ her evaluator(s) should communicate throughout the year about the principal's performance in the areas of collaboration, communication, and professionalism.

SAMPLE FORMS:

- Communication and Professionalism Rating Tool Form H

Summative Evaluation

A formal written **Summative Evaluation Report** evaluating the principal's performance according to the adopted board policy will be completed by (insert district dates) at the end of each evaluation cycle. Multiple sources of evidence should include formal and informal observations, collection of student achievement data, collection of evidence/artifacts, and documentation of coaching and progress meetings involving the principal and evaluator.

Required FORMS:

- Ohio Principal Rating Rubric and Rubric Summary Form Form I

FORM I: Performance Rating Rubric (Skills and Knowledge) Directions: Circle the level that best describes, on balance, the principal's performance for each element. If evidence for an element is not observed, leave that element blank. Complete after further discussion or evidence collection.

Standard 1: Continuous Improvement				
Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.				
Elements	Ineffective	Proficient	Accomplished	Distinguished
1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.	Principal has not shared the school vision and goals with the staff. There is no process for developing a school vision and goals.	Principal has shared the school vision and goals with the staff and there is evidence that these are known. The principal implements a process for the development of a shared school vision and goals.	Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.	Principal designs a collaborative, systematic approach to collect and analyze data about the school's progress toward the vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	The goals set may be too aggressive or not ambitious enough. The principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Principal identifies goal areas that promote high levels of achievement for all students and staff. Expectations of high learning and achievement for all students are continually communicated. Knowledge of the Ohio Standards for the Teaching Profession is used to support teacher's professional growth.	Principal collaboratively develops and sets measurable goals. Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.	Principal designs a systematic approach to collect and analyze data about the school's progress toward attaining established goals.

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.				
Elements	Ineffective	Proficient	Accomplished	Distinguished
1.3 Principals lead the change process for continuous improvement.	Principal does not have a plan in place for regular review of progress toward goals.	<p>Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement.</p> <p>Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.</p>	<p>Principal facilitates a diverse group of stakeholders to implement changes needed to improve student learning.</p> <p>Principal models and provides resources to support staff in thinking systematically about the change process.</p>	<p>Principal designs and develops ongoing cycles of data collection, analysis, professional development, implementation and reflection to monitor and promote change for continuous improvement.</p> <p>Principal develops and maintains a systemic structure for ongoing communication as part of the improvement process.</p>
1.4 Principals anticipate, monitor, and respond to educational developments that affect school issues and environment.	Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Principal responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Principal works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.	<p>Principal anticipates and interpret changes in the environment and adapt their short-term and long-term goals accordingly.</p> <p>Principal influences and participates in setting local, state, and national policy to support continuous improvement.</p>

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.				
Elements	Ineffective	Proficient	Accomplished	Distinguished
2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	Instruction and assessment do not align to the state standards.	<p>Principal ensures teachers have a basic understanding of academic content standards and curriculum, instruction and assessments are aligned.</p> <p>Principal monitors the use of resources aligned with the curriculum.</p>	<p>Principal organizes the articulation of academic standards across and between classroom, grade level, groups and content areas.</p> <p>Principal leads staff in the analysis and revision of standards, curriculum and instructional alignment.</p>	Principal designs and develops aligned systems of curriculum, instruction and assessment at the building and district level.
2.2 Principals ensure instructional practices are effective and meet the needs of all students.	Principal does not attempt to diagnose-and/or misdiagnoses the state of instructional practices in the school, and is unable to articulate clear strategies to improve instruction.	<p>Principal monitors the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.</p> <p>Principal makes systematic and frequent classroom visits and provide feedback on classroom instruction.</p>	<p>Principal guides staff in the implementation of research-based instructional practices and set aside time for attention to crucial instructional issues during the school day.</p> <p>Principal empowers and facilitates teachers in designing curriculum and addressing instructional and assessment issues.</p>	<p>Principal analyzes and recommends instructional practices that result in improved student performance system-wide.</p> <p>Principal leads stakeholders in the process of selecting and adopting school district improvement initiatives.</p>

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.				
Elements	Ineffective	Proficient	Accomplished	Distinguished
2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	<p>Principal believes that all students can achieve, but fails to connect this belief with concrete actions.</p> <p>Principal does not confront staffs who have low student expectation.</p>	<p>Principal monitors the identification and instruction of students of diverse abilities and support staff in implementing state and local policies.</p> <p>Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups.</p> <p>Principal regularly examines school-wide students' performance data to determine under and over identification of students in gifted or special education.</p> <p>Principal understands effective acceleration processes, and work with teachers to establish structures that meet student needs and support state and local policies.</p>	<p>Principals foster systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.</p> <p>Principal is directly involved in instructional issues for all students.</p>	Principal actively engages in major instructional initiatives throughout the district and beyond to ensure all students, including students identified as gifted, students with disabilities and at-risk students, have access to resources and advanced learning opportunities.
2.4 Principals know, understand, and share relevant research.	Principal may know current research on instruction, but fails to communicate it clearly in a usable way to staff.	<p>Principal keeps informed and shares current research and theory on effective schooling.</p> <p>Principal serves as a model for effective teaching.</p>	Principal engages staff in identifying and discussing research and theory that support the academic needs of students.	<p>Principal methodically studies research in response to an identified school improvement need.</p> <p>Principal evaluates the applicability of specific instructional reforms, using strategies such as action research or pilot studies.</p>

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.				
Elements	Ineffective	Proficient	Accomplished	Distinguished
2.5 Principals understand, encourage and facilitate the effective use of data by staff.	Principal understands use of data, but fails to consistently link decision-making with data.	<p>Principal models the use of data to inform and make decisions about student progress.</p> <p>Principal communicates data about student progress to the school community.</p> <p>Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement.</p>	<p>Principal provides ongoing learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress.</p> <p>Principal facilitates teachers' use of assessment data to continually design and adapt instruction based on student needs.</p>	<p>Principal generates tools to systematically interpret multiple sources of data.</p> <p>Principal sets expectations and encourages teachers to synthesize multiple sources of data in decision making.</p>
2.6 Principals support staff in planning and implementing research-based professional development.	<p>Principal may be able to identify areas for growth and accept opportunities for professional development, but fails to implement a coherent personal professional plan.</p> <p>Professional development on instructional strategies is offered, but professional development is general and standard for all staff.</p>	<p>Principal uses staff and student data to identify professional development needs.</p> <p>Principal facilitates professional development opportunities that support classroom instruction.</p> <p>Principal provides ongoing opportunities for teachers to reflect on their practice.</p>	<p>Principal asks questions that facilitate the examination of instructional practices.</p> <p>Principal uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.</p> <p>Principal collaborates with staff to research and design professional development initiatives.</p>	<p>Principal creates learning teams in which teachers serve as school leaders in modeling and guiding other teachers to effectively support student learning and achievement.</p> <p>Principal collaboratively assess the impact of professional development on multiple levels including organizational impact and changes in student achievement.</p>

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Standard 3: School Operations, Resources and Learning Environment Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.				
Element	Ineffective	Proficient	Accomplished	Distinguished
3.1 Principals' establish and maintain a safe school environment.	Principal does not communicate a consistent behavioral system and does not provide support to staff, parents, and students.	<p>Principal communicates and reinforces high behavioral standards for staff, students, and parents.</p> <p>The principal ensures that behavioral policies, procedures and routines are consistently applied to ensure safety for all.</p>	Principal promotes and implements a school-wide system for behavioral support and intervention.	Principal, working with stakeholder, leads the design and development and evaluation of a comprehensive safety and security plan.
3.2 Principals create a nurturing learning environment that address the physical and mental health needs of all.	Principal is reactive, responding to problems but not implementing effective systems to anticipate and support student and staff needs.	<p>Principal identifies available resources to address the physical and mental health needs of the students and staff.</p> <p>The principal assess how well the physical, social and cultural environment supports student needs.</p> <p>Principal treats all students, parents, and community members with respect.</p>	<p>Principal promotes the effective use of identified resources and strategies to address the physical and mental health needs of students and staff.</p> <p>Principal ensures that staff treats all students, parents and community members with respect.</p>	Principal develops partnerships with staff, students, parents, and community providers to address those academic, physical and mental health needs of students and staff.
3.3 Principals allocate resources, including technology, to support student and staff learning.	Principal demonstrates familiarity with local budgeting process and tools, but does not align the budget to the school goals.	Principal manages the budget and identifies the equitable allocation of resources to support student and staff learning.	Principal develops a budget aligned to student and staff needs.	<p>Principal engages the staff in procuring additional funding targeted to support student and staff learning that results in improved student performance.</p> <p>Principal leads and develops the use of technology to manage school operations that result in improved student performance.</p>

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Standard 3: School Operations, Resources and Learning Environment				
Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.				
Element	Ineffective	Proficient	Accomplished	Distinguished
3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	<p>The new teachers indicate the need for greater mentoring and support.</p> <p>The evaluation system is not clearly linked to placement decisions, retention, or feedback opportunities.</p>	<p>Principal supervises and evaluates all staff.</p> <p>Principal establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning.</p>	<p>Principal actively supports the recruitment and selection of staff members who can ensure that the vision of the school is realized.</p> <p>Principal retains productive staff, and implements incentives that ensure continued motivation.</p>	Principal analyzes, selects, and communicates institutional policies, procedures and practices that result in improved student performance.
3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.	Principal does not meet the ethical and professional responsibility set by both the state and local level.	<p>Principal meets their legal, ethical and professional responsibilities with integrity, honesty, fairness, and dignity.</p> <p>Principal implements procedures to comply with local, state, and federal mandates.</p>	Principal analyzes and revises procedures to comply with local, state, and federal mandates and can communicate those mandates to district and community	Principal advocates for community involvement in local, state, and federal educational issues that result in improved student performance.

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Standard 4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.				
Elements	Ineffective	Proficient	Accomplished	Distinguished
4.1 Principals promote a collaborative learning culture.	Principal does not create teacher team meetings or common meeting times that would allow for collaboration.	Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams. The principal develops structures for collaboration between all teachers and other education support personnel.	Principal builds a school culture in which educators work collaboratively to increase student learning.	Principal designs practices and structures that create and maintain a collaborative learning culture.
4.2 Principals share leadership with staff, students, parents and community members.	The role of the leadership team is defined and attempts are made to engage staff in shaping the school community, but the principal may resort to completing the task.	Principal shares leadership responsibilities with staff.	Principal matches leadership responsibilities to the talents of individual educators and teams.	Principal creates a system that allows staff, students, parents and community members increasing levels of autonomy in decision making.
4.3 Principals develop and sustain leadership.	Principal provides minimal or no support to members of the leadership team, members of the leadership team are unclear about their roles.	Principal serves as a role model for leadership behaviors they seek to instill in others. The principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.	Principal mentors and coach staff and student leaders. The principal builds on staff's skills and interest to advance the leadership capacity of all.	Principal creates leadership growth opportunities for staff, students, parents, and community members. The principal encourages other educators to assume leadership roles outside of the school building.

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Standard 5: Parent and Community Engagement Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.				
Elements	Ineffective	Proficient	Accomplished	Distinguished
5.1 Principals use community resources to improve student learning.	Principal demonstrates a pattern of missed opportunities for productive engagement with parents and community members.	Principal represents the school and community functions and advisory groups. The principal uses print and electronic media to inform the community about the school.	Principal arranges school-community partnership to support student achievement and school and community priorities.	Principal plans and leads community initiatives that support building goals and impact students.
5.2 Principals involve parents and community members in improving student learning.	Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Principal regularly practices two-way communication with parents about expectations for student learning needs and progress. Principal provides parents and students with relevant information available school services (instructional, behavioral, and psychological) to address student learning needs.	Principals actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program. Principal uses technology as appropriate to maximize the communication with parents and community members about student learning.	Principal initiates outreach activities to engage all stakeholders in the process and responsibility of improving student learning.
5.3 Principals connect the school and community.	Principal doesn't not show evidence that family and community input are used in decision making.	Principal identifies and use community-based resources to increase achievement among all students.	Principal collaborates with the community groups to identify resources and solutions to increase achievement among all students.	Principal creates opportunities for community group involvement in developing new resources to improve student learning and raise achievement for all students.
5.4 Principals establish expectations for the use of culturally-responsive practices that acknowledge and value diversity.	Principal reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Principal models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students. Principal supports cooperation by using strategies to remedy instances of intolerance of individuals and groups.	Principal uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.	Principals, in collaboration with the staff, students and parents, integrate culturally responsive practices into the day-to-day school operations to support high achievement levels for all students.

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Performance Rating Rubric Summary Form (Skills and Knowledge)

Overall Principal Rating

The *Ohio Principal Rating Rubric* is intended to be scored holistically.

Principal Name: _____

Evaluator Name: _____

Standard 1 Recommended Rating: ☐ Ineffective ☐ Proficient ☐ Accomplished ☐ DistinguishedStandard 2 Recommended Rating: ☐ Ineffective ☐ Proficient ☐ Accomplished ☐ DistinguishedStandard 3 Recommended Rating: ☐ Ineffective ☐ Proficient ☐ Accomplished ☐ DistinguishedStandard 4 Recommended Rating: ☐ Ineffective ☐ Proficient ☐ Accomplished ☐ DistinguishedStandard 5 Recommended Rating: ☐ Ineffective ☐ Proficient ☐ Accomplished ☐ Distinguished

Principal Signature/Date _____

Evaluator Signature/Date _____

The rubric is not intended to be used or implemented until state-sponsored training has been completed.

Summative Evaluation: Student Growth Measures Rating

The procedures and data sources for measuring student growth are still to be determined in Ohio.

1. The U.S. Department of Education provides the following definition of student growth:

Student growth means the change in student achievement from an individual student between two or more points in time.

Student achievement is defined as follows:

- (a) For tested grades and subjects: (1) a student's score on the state's assessment under ESEA; and , as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.
- (b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

2. Ohio HB 153

Student performance on the assessments that are prescribed under sections ORC 3301.0710 and 3301.0712 and the value-added progress dimension prescribed by section 3302.021. For teachers of grade levels and subjects for which those measures are not applicable, the board shall administer student assessments that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification examinations, end-of-course examinations developed or selected by the board, or assessments on the list developed by ODE.

FORM J: Final Summative Rating of Principal Effectiveness

Record the ratings for each component.

Component	Ineffective	Proficient	Accomplished	Distinguished
Weighted 50%				
Performance Rating Rubric				
Weighted 50%				
Student Growth Measures				
Final Summative Rating*				

*The Final Summative Rating represents the average of multiple measures of effectiveness.

If a rating of Ineffective is earned in any of the components, an Improvement Plan should be developed and implemented in that area.

☐ Check here if Improvement Plan has been recommended.

Principal Signature/Date _____ **Evaluator Signature/Date** _____

The principal and evaluator will sign the *Summative Evaluation of Principal Effectiveness* to indicate that the rating has been shared and discussed. An Improvement plan is developed when the principal's performance in one or more areas is scored as Ineffective or their final summative rating performance is Ineffective. The principal may provide additional information to the evaluator within 10 working days of receipt of this form. The Improvement Plan should be attached to this form.

Professional Development Growth Plan

Purpose: To help principals focus on areas of professional development that will enable them to improve their practice. Principals are accountable for the implementation and completion of the plan and may use the plan as a starting point for goal-setting the next school year.

Processes: A growth plan is developed as part of the summative evaluation process. It includes feedback from the evaluator as well as the principal's assessment of progress toward goals, and the support needed to further his/her continuous growth and development. Professional development should be individualized to the needs of the principal, and specifically relate to his/her areas for growth as identified in the principal's evaluation. The evaluator should recommend professional development opportunities, and support the principal by providing resources (e.g., time, financial).

Conferences: As the principal and evaluator work collaboratively during the formative assessment process, scheduled conferences will take place several times during the year. By the end of the year, the evaluator and principal should discuss opportunities for professional development that evolve naturally as a result of the evaluation process.

Growth Plan must include the following:

1. Identification of area(s) for future professional growth;
2. Specific resources and opportunities to assist the principal in enhancing skills, knowledge and practice;
3. Outcomes that will enable the principal to increase student learning and achievement.

SAMPLE FORMS:

- Professional Development Growth Plan Form K

Improvement Plan

Purpose: To help principals focus on area(s) in which they need intensive support to improve their practice.

Processes: An improvement plan is developed when the principal's performance in one or more areas is scored as unsatisfactory or needs improvement or their overall performance is scored as unsatisfactory or needs improvement.

Improvement Plan Conference: The evaluator and principal are required to meet to develop a plan for improvement. The development of the form may take more than one meeting and sufficient time needs to be provided to ensure that the plan is comprehensive and well detailed.

Improvement Plan must include the following:

1. Identification of specific deficiencies and recommended area(s) of growth;
2. Measurable goals for improving the deficiencies to acceptable levels;
3. Specific professional development or strategies to accomplish the goals;
4. Specific resources necessary to implement the plan, including but not limited to, opportunities for the principal to work with highly effective principals or central office staff;
5. A timeline for the plan, including intermediate checkpoints to determine progress and provide feedback and coaching; and
6. Procedures for determining acceptable improvement.

Principals are accountable for the implementation and completion of the plan and should talk with their evaluator if modifications to the plan are needed. Upon completion of the plan, the principal and their evaluator shall sign the improvement form, documenting completion of the plan.

SAMPLE FORMS:

- Improvement Plan Template Form L